Students as Individuals

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently understands they	Generally understands they are	Has some understanding that they	Does not show awareness of
are unique and special.	unique and special.	are unique and special.	themselves as unique and
			special.
Consistently identifies changes in	Routinely identifies changes in the	At times, identifies changes in the	Unable to identify changes in the
the body and lists characteristics	body and lists characteristics	body and/or lists characteristics	body and/or lists characteristics
unique to him/her	unique to him/her	unique to him/her	unique to him/her
Consistently identifies needs and	Generally able to identify needs	Somewhat able to identify needs	Not able to identify needs and
wants common to all children.	and wants common to all children.	and wants common to all children.	wants common to all children.
Consistently understands how	Generally understands how roles of	Somewhat shows an	Unable to show understanding of
roles of family members change	family members change over time.	understanding of how roles of	how roles of family members
over time.		family members change over time.	change over time.
Consistently recognizes families	Generally recognizes families	With prompting, recognizes	Unable to recognize families
(local, national, and global) have	(local, national, and global) have	families (local, national, and global)	(local, national, and global) have
varied traditions, rituals, and	varied traditions, rituals, and	have varied traditions, rituals, and	varied traditions, rituals and
celebrations.	celebrations.	celebrations.	celebrations.
Consistently, identifies and	Generally able to identify and	With prompting is able to identify	Unable to identify and describe
describes groups to which they	describe groups to which they	and describe groups to which they	groups to which they belong.
belong.	belong.	belong.	
Communicates effectively, solves	Generally able to communicate	Needs prompting to communicate,	Unable to communicate
problems, and demonstrates	effectively, solve problems, and	solve problems, and reslove	effectively, solve problems, and
conflict-resolution skills.	demonstrate conflict-resolution	conflicts.	resolve conflicts.
	skills.		

Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)

Healthy Lifestyles

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Thoughtfully explains in their own	Easily explains in their own words	With prompting, explains in their	Is not able to explain in their own
words the importance of personal	the importance of personal hygiene	own words the importance of	words the importance of personal
hygiene and practices ways to	and practices ways to reduce the	personal hygiene and practices	hygiene and does not practice
reduce the spread of germs.	spread of germs.	ways to reduce the spread of	ways to reduce the spread of
		germs.	germs.
Precisely lists types of activities	Generally lists types of activities	With prompting, lists types of	Unable to list types of activities
that support a healthy lifestyle.	that support a healthy lifestyle.	activities that support a healthy	that support a healthy lifestyle.
		lifestyle.	

Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)

Exploring My World: Materials (alternate unit to *Our Senses*) Found under Learning Packages at https://portal.nbed.nb.ca/tr/lr/k-8Science/Pages/default.aspx

4 – Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently asks questions,	Generally asks questions, selects	Incompletely or with prompting	Rarely able to ask questions, select
selects materials, chooses and	materials, chooses and follows	asks questions, selects	materials, choose and follow
follows procedures to explore	procedures to explore materials	materials, chooses and follows	procedures to explore materials
materials purposefully.	purposefully.	procedures to explore materials	purposefully.
		purposefully.	
Consistently makes observations	Generally makes observations and	Incompletely or with prompting	Rarely able to make observations
and sorts or sequences materials	sorts or sequences materials	makes observations and sorts or	and sort or sequence materials
according to more than one	according to one or more	sequences materials according	according to one attribute.
attribute.	attributes.	to one attribute.	
Independently communicates	Generally communicates ideas and	Incompletely or with prompting	Rarely able to communicate ideas
ideas and experiences to others	experiences to others in a variety	communicates ideas and	and experiences to others.
in a variety of ways.	of ways.	experiences to others.	
Independently uses a wide range	Generally uses descriptive	Uses some descriptive	Uses limited descriptive vocabulary
of descriptive vocabulary to	vocabulary to communicate about	vocabulary to communicate	to communicate about
communicate about	characteristics of materials.	about characteristics of	characteristics of materials.
characteristics of materials.		materials.	
Consistently responds	Generally responds appropriately	Incompletely or with prompting	Rarely able to respond appropriately
appropriately to the ideas and	to the ideas and contributions of	responds appropriately to the	to the ideas and contributions of
contributions of others and	others.	ideas and contributions of	others.
encourages others' contributions.		others.	

Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)

July 2015 Page 2

Our Senses (omitted if Exploring My World: Materials unit is completed)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently and independently	Generally identifies the five senses,	Incompletely or with prompting	Rarely able to identify the five
identifies the five senses,	examples of protection of the	identifies the five senses,	senses, examples of protection of
examples of protection of the	senses, and examples of aids for	examples of protection of the	the senses, and examples of aids for
senses, and examples of aids for	sense organs.	senses, and examples of aids	sense organs.
sense organs.		for sense organs.	
Consistently and independently	Generally uses their senses to	Incompletely or with prompting	Rarely able to use their senses to
uses their senses to explore	explore characteristics of materials	uses their senses to explore	explore characteristics of materials
characteristics of a wide variety of	and changes in materials.	characteristics of materials and	and changes in materials.
materials and changes in		changes in materials.	
materials.			
Consistently uses a wide range of	Generally uses descriptive	Uses some descriptive	Uses limited descriptive vocabulary
descriptive vocabulary to	vocabulary to communicate about	vocabulary to communicate	to communicate about
communicate about	characteristics of materials.	about characteristics of	characteristics of materials.
characteristics of materials.		materials.	
Evidence, mini alega projecta, chec	rystians of interactions, responses to	ava arianaga and raad alauda avida	nac of concents in chared

Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)

July 2015 Page 3

Place and Community

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Strongly able to describe and	Generally able to describe and	Somewhat able to describe and	Not able to describe and locate
locate some of the natural and	locate some of the natural and	locate some of the natural and	some of the natural and
constructed features of their	constructed features of their	constructed features of their	constructed features of their
community	community	community	community
Consistently identifies actions	Routinely identifies actions that	Partially identifies actions that	Hardly ever identifies actions
that help them be safe in the	help them be safe in the	help them be safe in the	that help them be safe in the
community.	community.	community.	community.
Consistently identifies actions	Routinely identifies actions that	Partially identifies actions that	Hardly ever identifies actions
that help them be safe at home,	help them be safe at home,	help them be safe at home,	that help them be safe at home,
school and community (and act	school and community (and act	school and community (and act	school and community (and act
accordingly).	accordingly).	accordingly).	accordingly).
Strongly able to identify	Generally able to identify	Somewhat able to identify	Not able to identify connections
connections between their	connections between their	connections between their	between their community and
community and other	community and other	community and other	other communities (local,
communities (local, national,	communities (local, national,	communities (local, national,	national, and global).
and global).	and global).	and global).	
Evidence:			

July 2015 Page 4